Annotated Bibliography

Bolos, N. (2012). Successful strategies for teaching reading to middle grades English language learners. *Middle School Journal, 44*(2), 14-20.

This article mentioned three strategies that will help teachers in middle grades. The strategies that Bolos mentioned are related with fluency, comprehension, read aloud, think aloud and vocabulary development. The article gives some components to use when doing the read aloud with middle school students that helps them. Also, it talks about how to help the students to comprehend their reading using shared reading and think-aloud. In the vocabulary strategy the article mentioned the tools that we can use such as word wall, graphic organizers, etc.

The article mentioned strategies that we have already covered in class because we needed to provide different types of teaching to the different types of learning of our students. When we read to the students they need to see us as a model to improve their vocabulary, pronunciation, and fluency.

O’Shea, D. J., McQuiston, K., & McCollin, M. (2009). Improving Fluency Skills of Secondary-Level Students From Diverse Backgrounds. *Preventing School Failure, 54*(1), 77-80. Doi:10.3200/PSFL.54.1.77-80

This article is related on how we can help the fluency skills of the students on secondary grades. They give strategies that are based in the use of their backgrounds. They say “some of these strategies include echo reading, choral reading, antiphonal reading, partner reading, reader’s theater, and share reading experiences across the curriculum” (p. 78, 2009). Also, they gave details on how to implement the different strategies that they explained.

The article helps to work with the Standard VI: Reading Fluency. They gave good examples that the teacher can use to help the students in secondary level. All the examples and strategies that they mentioned were mentioned in the class. Also, they recognized that vocabulary, comprehension, writing, and reading help the students to improve their fluency.

Ruday, S. (2008). Improving Students’ Higher Order Thinking Skills: Popular Culture in the Reading Workshop. *Virginia English Bulletin, 58*(2), 8-14.

This article explained how one teacher felt frustrated because her students could not improve their high order thinking skills after using all the strategies that she taught them. She found that the students liked Pop music and understood what the songs said. Then, she decided to use the Popular Culture to get the students engaged and practiced all the strategies related with higher order thinking. She explained how the students improved their higher order thinking skills with songs or video clips. They applied the same strategies to the reading that they need to cover by the curriculum.

This article helps to work with the Standard XII: Viewing and Representing. This is related with the interpretation, and analysis of different readings that the curriculum establishes that we need to teach. The author showed us how to engage the students with music or songs that they like. Also, when the students mastered the concept they will understand how to make inferences and prediction. Then, the students can apply the same strategy to poems or novels that they have to read in class.